

| Region* | | Gender | | Primary Language | | Role in Bilingual Education | |
|-----------|----|------------------|----|------------------|----|-----------------------------|-----|
| Region 1 | 5 | Male | 23 | Arabic | 0 | | |
| Region 2 | 1 | Female | 89 | Armenian | 0 | Parent or Guardian | 0 |
| Region 3 | 18 | | | Cantonese | 0 | K-12 Teacher | 114 |
| Region 4 | 17 | | | English | 67 | K-12 Administrator | 0 |
| Region 5 | 17 | Ethnicity | | Hmong | 0 | University Faculty | 0 |
| Region 6 | 3 | AfricanAmerican | 6 | Khmer/Cambodian | 0 | Other Role | 0 |
| Region 7 | 9 | Latino | 68 | Korean | 0 | | |
| Region 8 | 1 | AsianAmerican | 11 | Mandarin | 0 | | |
| Region 9 | 18 | SEAsianAmerican | 8 | Punjabi | 0 | | |
| Region 10 | 15 | PacificIslander | 6 | Russian | 0 | | |
| Region 11 | 9 | Caucasian | 48 | Spanish | 42 | | |
| | | NativeAmerican | 8 | Tagalog/Pilipino | 0 | | |
| | | | | Vietnamese | 2 | | |
| | | | | Other | 1 | | |

CCSESA map available at www.ccsesa.org

Questions 1-10
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Part 1: Requirements for Bilingual Certification

| | Number of responses | Average Range 1-4 | Standard Deviation |
|--|---------------------|-------------------|--------------------|
| 1. Current BCLAD competencies and requirements address most, if not all, the skills needed to teach in bilingual settings. | 104 | 2.8 | 0.98 |
| 2. Major revisions need to be made to the current BCLAD competencies and requirements | 94 | 1.9 | 1.11 |
| 3. In addition to course work or an examination, bilingual fieldwork should be required for bilingual certification. | 111 | 3.1 | 0.94 |

Part 2: Need for Bilingual Personnel

| | | | |
|--|-----|-----|------|
| 4a. Schools need Bilingual Education Specialists in addition to classroom bilingual teachers and bilingual teaching assistants. | 112 | 3.4 | 0.91 |
| 4b. Bilingual Education Specialists are needed for coordinating bilingual services and programs to students. | 112 | 3.5 | 0.78 |
| 4c. Bilingual Education Specialists are needed for providing additional expertise in specific school settings and/or for specific types of programs. | 112 | 3.5 | 0.77 |

Part 3: Language Proficiency for Bilingual Teachers

| | | | |
|---|-----|-----|------|
| 5. Current academic language proficiency requirements for the target language are appropriate | 100 | 2.4 | 1.07 |
| 6. Academic language proficiency requirements for the target language should be more challenging than the current requirements. | 93 | 2.1 | 1.24 |
| 7. Academic language proficiency requirements for the target language should be lower than the current requirements. | 100 | 1.5 | 0.83 |

Part 4: Languages Available for Bilingual Certification

| | | | |
|---|-----|-----|------|
| 8. The number of languages in which bilingual certification can be earned should be limited to the current 14 languages. | 90 | 1.6 | 1.08 |
| 9. The number of languages offered for bilingual certification should be expanded, but limited to the top 20 languages spoken | 93 | 2.1 | 1.19 |
| 10. The number of languages offered for bilingual certification should be flexible and be expandable as needed to accommodate regional and local needs. | 107 | 3.2 | 1.01 |

| Part 5: Routes to Obtaining Bilingual Certification | | | |
|--|---------------------|-------------------|--------------------|
| Currently credentialed teachers | | | |
| | Number of responses | Average Range 1-4 | Standard Deviation |
| 11a. Have to pass the Commission-approved examination, as is currently the requirement. | 104 | 2.7 | 0.84 |
| 11b. Be able to meet certification requirements through approved course work and/or an approved program at a college or university. | 102 | 2.9 | 0.91 |
| 11c. Be able to meet certification requirements through a combination of Commission-approved examination and approved course work at a college or university. | 107 | 2.9 | 0.86 |
| Credential candidates | | | |
| 12a. Pass the Commission-approved examination, as is currently an option. | 85 | 2.8 | 0.76 |
| 12b. Complete an approved bilingual preparation program integrated in the preliminary teacher preparation program, as is currently an option. | 87 | 3.2 | 0.66 |
| 12c. Complete a separate bilingual certificate program offered concurrently with the preliminary teacher preparation program but not counted within the required units of the preliminary teacher preparation program. | 72 | 1.9 | 1.17 |
| Questions 11-12 | | | |
| 1= Strongly Disagree 2= Disagree 3= Agree 4= Strongly Agree | | | |

| Part 6: Importance of Bilingual Certification Issues | | | |
|---|---------------------|-------------------|--------------------|
| | Number of responses | Average Range 1-4 | Standard Deviation |
| 13. Teachers authorized to teach in bilingual settings should continue to be required to be knowledgeable about the culture(s) of the target language. | 112 | 3.4 | 0.95 |
| 14. Teachers authorized to teach in bilingual settings should have a high degree of academic language proficiency in the target language. | 113 | 3.4 | 0.87 |
| 15. Teachers authorized to teach in bilingual settings should have extensive training in pedagogy specific to teaching in two languages. | 111 | 3.4 | 0.96 |
| 16. The Commission should require field work in bilingual classrooms for teacher candidates seeking a BCLAD authorization. | 110 | 3.1 | 1.10 |
| 17. The Commission should require fieldwork in bilingual classrooms for currently credentialed teachers seeking a BCLAD authorization. | 109 | 2.7 | 1.06 |
| 18. The knowledge and skill requirements for elementary grades bilingual teachers should be different from the requirements for secondary level bilingual teachers. | 100 | 2.3 | 1.27 |
| 19. Teachers authorized to teach in bilingual settings should be proficient in two-way immersion strategies. | 109 | 2.9 | 1.09 |
| 20. The Commission should develop additional standards-based examination routes to assess the oral, listening, reading, and writing competency of BCLAD candidates to serve languages beyond those covered by the current BCLAD examinations. | 105 | 2.3 | 1.21 |

Questions 13-20
 1= Not important 2= Somewhat important
 3= Fairly important 4= Extremely important